

Support for English Learners

Unit 3, page 30: More Long a and Long e Words

Some students may be unfamiliar with variations in the spelling of the long a and long e vowel sounds.

Listen

Remind students that the /ā/ sound in the Basic Word *chain* is called the long a sound. Say: *Let's listen to the long a sound in chain: /ā/, /ā/ /ā/ /ā/, chāān, chain.* Repeat with *lay*, then ask: *Which long vowel sound does the word eight contain?*

Now remind students that the vowel sound in the Basic Word *plan* is a short vowel, pronounced /ă/. Model the contrast between the long a sound in *chain* and the short a sound in *plan*. Say: *Let's listen to two different vowel sounds for a: short a, /ă/, /ă/ /ă/ /ă/, pläään, plan; long a, /ā/, /ā/ /ā/ /ā/, chāān, chain.*

Repeat with the Basic Words *leave/smell* and *seem/spent*.

Speak and Read

Say: *Let's practice saying the long a sound in the Basic Word chain together: /ā/ /ā/ /ā/, chāān, chain.* Have a volunteer repeat after you and model the pronunciation of the long a sound in *chain* and *lay*. Continue with the long e sound and the Basic Words *leave* and *seem*.

Write *save*, *chain*, *lay*, and *eight* on the board. Circle *ave* in *save*. Remind students that *save* has the long a sound. Circle *ai* and *a*. Say: *The long a sound, /ā/ /ā/ /ā/, can be spelled a-i or a-y.*

Write *leave* and *seem* on the board and circle *ea* and *ee*. Say: *The long e sound, /ē/ /ē/ /ē/, can also be spelled e-a or e-e.*

Spell

Beginning/Preproduction Have partners make word cards for the Basic Words *chain*, *real*, *trail*, *today*, and *sweet*. Have them take turns reading the words aloud, elongating the long vowel sound. Have them identify the letters that spell long a or long e in each word.

Early Production/Speech Emergent Create and distribute word cards for the Basic Words *chain*, *real*, *trail*, *dream*, *today*, and *sweet*. Write simple sentences on the board for each word. As you read each sentence, cover up the Basic Word, pausing when you get to it. Have students hold up the appropriate word card and read the word aloud.

Intermediate/Advanced Using separate sentence strips, write a simple sentence for each of these Basic Words: *chain*, *real*, *trail*, *dream*, *today*, and *sweet*. Underline the Basic Words. Have students read aloud each sentence, identifying the Basic Word and saying it aloud. Then have students circle the long vowel pattern in each word.

Sort

Have students of different proficiency levels work in pairs or small groups. Write the Basic Words *chain*, *lay*, *leave*, *seem*, *trail*, *today*, *real*, and *sweet* on the board. Have students copy and complete the chart below into their word-study notebooks.

More Long a and Long e Words	
Long a Words	Long e Words

